**Topic:**

**Date:**

**Setting Up Your Lesson**

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| **Standards:**  **Ask yourself:**  What GLCS’s or Common Core Standards am I teaching?  What High Leverage Practice(s) am **I** focusing on in this session? |  |
| **Assessment Activities:**  **Ask yourself:**  Does my assessment match my objectives and does it align with the standards?  How are my students being individually assessed?  Will the summative assessment take place in today’s lesson? Or am I working towards the summative assessment with this lesson? | Formative Assessment(s):  Summative Assessment:  Where will this take place in your lesson?  What is your plan for differentiating these assessments? |
| **Objective(s) & Purpose:**  **Ask yourself:**  Where are my objectives posted? | Answer all four questions:  Why are you teaching this? Why is this relevant to students?  What do I want the students to be able to do when the lesson is over?  How will I know if the students know it and can do it?  “I WILL/I CAN” Statement: |
| **Materials:**  **Ask yourself:**  What materials, supplies, books, handouts, assessments, etc., will I need to complete the lesson? |  |
| **Technology to Support Student Learning:**  **Ask yourself:**  How am I integrating technology in a meaning way into my lesson? |  |
| **Accommodations for Diverse Learners:**  **Ask yourself:**  How will I modify the lesson for the broad spectrum of exceptionalities (SPED-G/T) of my students?  What is my intervention plan for re-teaching the lesson for those who do not master the objective? |  |

**Teaching Your Lesson**

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| **Anticipatory Set Activity:**  **Ask yourself:**  How will I set the expectations for the lesson?  How will I pre-assess what students already know about this topic (prior knowledge)?  How will I motivate students’ interest?  When am I explicitly sharing my objectives and purpose for my students? | Time Allotment:  Technology Integration:  Activity:  Accommodations for diverse learners:  How will I transition to the next activity? |
| **Input Activities:**  **Ask Yourself:**  Do my students need this today? Or are we on a different stage of learning (modeling, checking for understanding, guided practice, independent practice)?  How am I presenting the new knowledge, process, or skill to my students?  What vocabulary, skills, and concepts do my students need to know in order to be successful? Where am I posting visuals of any new terms?  What open-ended questions will I be asking to stimulate thinking and learning? | Time Allotment:  Technology Integration:  Activity:  Accommodations for diverse learners:  How will I transition to the next activity?  What will I do if I run out of time? |
| **Modeling Activities:**  **Ask Yourself:**  Do my students need this today? Or are we on a different stage of learning (input, checking for understanding, guided practice, independent practice)?  How will my students “see” what they are learning?  What am I demonstrating for students?  How can I use technology to model for my students? | Time Allotment:  Technology Integration:  Activity:  Accommodations for diverse learners:  How will I transition to the next activity?  What will I do if I run out of time? |
| **Checking for Understanding:**  **Ask Yourself:**  Do my students need this today? Or are we on a different stage of learning (input, modeling, guided practice, independent practice)?  What strategies will I use to assess students’ learning several times during instruction?  What extra examples or models will I use to re-teach if students aren’t “getting it”?  What open-ended questions will I be asking to stimulate thinking and learning? | Time Allotment:  Technology Integration:  Activity:  Accommodations for diverse learners:  How will I transition to the next activity?  What will I do if I run out of time? |
| **Guided Practice Activity:**  **Ask Yourself:**  Do my students need this today? Or are we on a different stage of learning (input, modeling, checking for understanding, independent practice)?  What strategies will I use to guide students in their practice of the skills/concepts I am teaching?  What will my students DO so they aren’t just sitting and listening to me lecture?  Is this an appropriate time to incorporate collaborative learning? | Time Allotment:  Technology Integration:  Activity:  Accommodations for diverse learners:  How will I transition to the next activity?  What will I do if I run out of time? |
| **Independent Practice:**  **Ask yourself:**  Do my students need this today? Or are we on a different stage of learning (input, modeling, checking for understanding, guided practice)?  What will students work on independently?  What will the students be doing in groups, pairs, or by themselves to practice what you have just taught?  How am I making myself available to them during this time? | Time Allotment:  Technology Integration:  Activity:  Accommodations for diverse learners:  How will I transition to the next activity?  What will I do if I run out of time? |
| **Closure Activity:**  **Ask yourself:**  Is this lesson really “closed,” or do I need to do a final check for understanding? | Time Allotment:  Technology Integration:  How will I draw the lesson to a close?  How will I get students to review the objective of the lesson? |